



Adult Literacy Policy and Practice: From Intrinsic Values to Instrumentalism

Gordon Ade-Ojo, Vicky Duckworth

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This book explores the gradual evolution of Adult literacy policy from the 1970s using philosophical, sociological and economic frames of reference from a range of perspectives to highlight how priorities have changed. Underpinned by rich empirical and theoretical research, it locates the concept of instrumentalism within the framework of an overarching philosophy of education, which it argues, is distinctly different from ideology. The book also offers an alternative curriculum; a transformative model that presents a more socially just different value position. This is suggested as a more humane option which replaces the instrumentally driven curriculum, which has and continues to fail adult learners.

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